NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*
CHANCELLOR AVENUE ELEMENTARY SCHOOL

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON	School: CHANCELLOR AVENUE SCHOOL
Chief School Administrator: DR. NEELY HACKETT	Principal: WINSTON JACKSON
Chief School Administrator's E-mail:nhackett@irvington.k12.nj.us	Principal's E-mail: wjackson@irvington.k12.nj.us
Title I Contact: MS. EILEEN WALTON	Principal's Phone Number: (973) 399-6858
Title I Contact E-mail: ewalton@irvington.k12.nj.us	

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Winston Jackson   *Dr. Winston Jackson*   7/1/15

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 5 (number) of stakeholder engagement meetings.

- State/local funds comprised __97.74%___ of the school's budget in 2014-2015.

- State/local funds will comprise _____%___ of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Before/After/Saturday Academy	1,2	Before/After School/Saturday Academy	100-100 200-200 100-600	$11,544.00 $883.12 $1,086.73
Classroom Libraries	1,2	ELA	100-600	$10,110.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Winston Jackson	Principal	X	X	X	
Ms. Sari Greggs	School Counselor	X	X	X	
Ms. Charlotte Jones	Teacher – Grade 5	X			
Ms. Shannon Phillips	Teacher – Grade 2	X	X		
Ms. Melissa Banks	School Nurse	X	X	X	
Ms. Ramona Franco	Teacher – Grade 5	X	X	X	
Ms. Holguine Cejour	Teacher – Grade K	X			
Ms. Valerie Spears	Security	X			
Mr. Michael Phelps	Parent		X		
Ms. Latifa Fed-Anderson	Parent		X		

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	**No**	**Yes**	**No**
10/10/14	Chancellor-Classroom	Needs Assessment	**Yes**	**No**	**Yes**	**No**
1/16/15	Chancellor-Classroom	Plan Development	x		x	
3/13/15	Chancellor-Classroom	Plan Development	x		x	
3/20/15	Chancellor-Classroom	Program Evaluation	x		x	
3/27/15	Chancellor-Classroom	Program Evaluation	x		x	

School's Vision

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's vision statement?	The parents, staff, and students of Chancellor Avenue School, will provide, to the best of our ability, a safe, clean, drug-free environment for all. The students will develop a feeling of pride and a positive sense of self by striving to meet higher academic standards. This productive setting will enhance the learning of everyone

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program

1. Was the program implemented as planned?

   The program was implemented as planned; however, additional initiatives were introduced and implemented throughout the school year. We continued the implementation of the My Math program, Read 180/System 44 and the Concourse lesson planning tool. There were also shifts in the standards which included text dependent questioning and information text structures.

2. What were the strengths of the implementation process?

   The strengths of the implementation process included focused professional development and data analysis. The workshops that were provided to staff were very focused on the strategies that would assist in improving academic achievement especially in the areas of literacy and mathematics. The induction of the data analysis team also provided time for dialogue and ideas to improve academics.

3. What were the barriers or challenges during the implementation process?

   There were a few challenges that were recognized during the implementation process. It takes time to become fluent in the Common Core State Standards and provide a curriculum that is rigorous enough to meet those standards. There was a shift in the expectations of the student and determining if we were on the mark was a little challenging. Also, obtaining the appropriate materials to support a rigorous curriculum was a major focus of our new leadership.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Strengths: Professional Development, Departmentalization, Updated Resources & Supplies, Data Analysis Team.
   Weaknesses: New Technology, New Staff.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

It was important to communicate the mission to the staff and prove how the initiatives would improve academic achievement. The collaboration during common planning and bi-weekly faculty meetings established the buy-in. Also, district leadership provided time to communicate the mission to the staff as well as provide forums for the staff to express their concerns. District leadership also communicated the ability to compete with alternative school choices and how enrollment is decreasing.

6. What were the perceptions of the staff?

   As with most encounters of change, many staff members are excited about the prospect of implementing different ways of teaching the students. However many were overwhelmed with the amount of change. It was discovered that these changes involve planning, hard work and implementation.

7. What were the perceptions of the community?

   The community members are supportive of the programs that were planned for the district. However, attendance at forums and board meeting tend to be low. When community members are called upon to attend school functions such as Parent Meeting they are more cooperative.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

   Professional Learning Communities, Grade Level Meetings, Faculty Meetings, Department Meetings, One-On-One Meetings, Email, Google

   Docs, School Leadership Council Meeting, PTA Meetings.

9. How were the interventions structured?

   Interventions are structured through various team collaborations. Interventions are structured during IR&S Meetings, 504 Meetings and IEP Meetings that are attended by parents, the principal, the school counselor and the social worker.

10. How frequently did students receive instructional interventions?

    Students received instructional interventions as planned or daily on a case by case basis as established through teacher, parent, school counselor or principal recommendations.

11. What technologies were utilized to support the program?

Smartboards, classroom computers, district and school webpage, Google Docs, PowerTeacher/PowerSchool, School Messenger System, OnCourse Lesson Planning, Read 180/System 44, Email, Texting, E-assessments and Web-based programs.

12. Did the technology contribute to the success of the program, and if so, how?

Technology absolutely contributes to the success of the program. The students expect the use of technology during their daily learning/instructional activities. Technology also helps to provide students with greater access to the world. It helps to improve the connections the students can make to everyday teaching situations. That is why it is important for every classroom to have access to technology.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	28		Running Records (Fountas &Pinnell) Guided Reading Differentiated Instruction Classroom Centers Read Across America Activities Celebrity Read Programs Independent Reading Reading Incentive Programs Practice Take Home Packets for NJ ASK Practice In Class Packets for NJ ASK Computer Software Programs Read 180 Systems 44 Saturday Tutorial Program After School Tutorial Program Read Alouds OnCourse Lesson Planning Feedback Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)	
Grade 5	46		Running Records (Fountas &Pinnell) Guided Reading Differentiated Instruction Classroom Centers Read Across America Activities Celebrity Read Programs	

			Independent Reading Reading Incentive Programs Practice Take Home Packets for NJ ASK Practice In Class Packets for NJ ASK Computer Software Programs Read 180 Systems 44 Saturday Tutorial Program After School Tutorial Program Read Alouds On Course Lesson Planning Feedback Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)	
Grade 6	n/a	n/a		
Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	19		Differentiated Instruction Math Journals Math Portfolios Learning Centers Infusion of Technology Practice/Review NJ ASK Packets Manipulatives Family Night Activities Saturday Academy	

			Before/After School Tutoring Problem of the Day My Math E-Assessment Projects	
Grade 5	16		Differentiated Instruction Math Journals Math Portfolios Learning Centers Infusion of Technology Practice/Review NJ ASK Packets Manipulatives Family Night Activities Saturday Academy Before/After School Tutoring Problem of the Day My Math E-Assessment Projects	
Grade 6	n/a	n/a		
Grade 7	n/a	n/a		
Grade 8	n/a	n/a		
Grade 11	n/a	n/a		
Grade 12	n/a	n/a		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten	n/a	n/a		
Kindergarten	7	5	Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Learning Centers, Small Group Instruction, Portfolios, Reading at home	-While there is the usual progress of kindergarten students learning how to read, there is still a void of an effective phonics based program -Implementation of the Bilingual program has included children that may have performed better in general education setting -Benchmark assessments are too long and does it measure the correct skills -Many potential disabilities are discovered in kindergarten that were not classified in a pre-k setting
Grade 1	12	19	Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Learning Centers, Small Group Instruction, Portfolios, Reading at home	-While there is the usual progress of 1st students learning how to read, there is still a void of an effective phonics based program -Implementation of the Bilingual program has included children that may have performed better in general education setting -Benchmark assessments are too long and does it measure the correct skills
Grade 2	6	19	Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Learning Centers, Small Group Instruction, Portfolios, Reading at home, Orton-Gillingham Techniques	2nd grade is a transitional grade that works extremely hard to develop skills in preparation for 3rd grade. Learning to read vs reading to learn is evident in this grade. A major concern remains in the areas of comprehension and students' ability to read with fluency. Students' inability to decode grade level appropriate words also remains a major concern. Writing is also a critical area because teaching to write

				requires the teacher's ability to inspire and provide effective feedback to students
Grade 9	n/a	n/a		
Grade 10	n/a	n/a		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten	n/a	n/a		
Kindergarten	4	5	Math Portfolios, Math Journals, Differentiated Instruction, Learning Centers, Manipulatives, Math Games, Web-based programs(IXL, My Math)	The incorporation of the CCSS was fully implemented and perhaps the preparation in the previous grade was not rigorous enough. Therefore, the students were not as prepared for the current year. - Parental involvement at home to reinforce what was learned may not exist for some students
Grade 1	9	17	Math Portfolios, Math Journals, Differentiated Instruction, Learning Centers, Manipulatives, Math Games, Web-based programs(IXL, My Math), Skill Drills	The incorporation of the CCSS was fully implemented and perhaps the preparation in the previous grade was not rigorous enough. Therefore, the students were not as prepared for the current year. - Parental involvement at home to reinforce what was learned may not exist for some students
Grade 2	10	21	Math Portfolios, Math Journals, Differentiated Instruction, Learning Centers, Manipulatives, Math Games, Web-based programs(IXL, My Math), Skill Drills	-The incorporation of the CCSS was fully implemented and perhaps the preparation in the previous grade was not rigorous enough. Therefore, the students were not as prepared for the current year. - Parental involvement at home to reinforce what was learned may not exist for some students
Grade 9	n/a	n/a		
Grade 10	n/a	n/a		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2014-2015**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Guided Reading Book Study Differentiated Instruction Systematic Writing Program- 6 Traits of Writing or Lucy Calkins Different Tiers of Vocabulary Study Island Reading A-Z Read 180/System 44 -Vocabulary Development -Orton Gillingham Strategies -Small Group Young Author's Program/Creating	ELA	Yes	Benchmark Testing Portfolios Journals NJ ASK Scores Unit Assessments	A mid-year analysis of Unit Assessments revealed the following passing rates: 3rd Grade Unit 1 33.5%, Unit 2 71.0% & Unit 3 76.2%. 4th Grade Unit 1 79.0%, Unit 2 70.0% & Unit 3 NA. 5th Grade Unit 1 66.0%, Unit 2 70.0% & Unit 3 82.1%. Teachers were able to analyze these results to direct instruction to focus on areas of weakness. In 2012 51.8% of third grade students were proficient in the ELA section of the NJ ASK. In 2013 46.3% of third grade students were proficient in the ELA section of the NJ ASK. In 2014 48.7% of third grade students were proficient in the ELA section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.) In 2012 57.9% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2013 36.0% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 43.7% of fourth grade students were proficient in the ELA section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.) In 2012 32.8% of fifth grade students were proficient in the ELA section of the NJ ASK. In 2013 52.4% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 59.7% of fourth grade students were proficient in the ELA section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.)

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

1	2	3	4	5
Books Principal's Reading Club (Theme/Building Related) Discovery Intensive Phonics (K-5) & Training Word of the Day Fancy Nancy (mentor text) iPad Technology Transitional Classroom				Read 180 Data
Math Club Math Competitions Masters of Math Manipulatives Banking Club Recess	Mathematics	Yes	Benchmark Testing Portfolios Journals NJ ASK Scores eAssessments	A mid-year analysis of eAssessments revealed the following passing rates: 3rd Grade eAssessment 1 67.4% and eAssessment 2 80.1%. 4th Grade eAssessment 1 76.3% and eAssessment 2 75.7%. 5th Grade eAssessment 1 73.3% and eAssessment 2 77.0%. Teachers were able to analyze these results to direct instruction to focus on areas of weakness. In 2012 39.0% of third grade students were proficient in the Math section of the NJ ASK. In 2013 53.8% of third grade students were proficient in the Math section of the NJ ASK. In 2014 72.7% of third grade students were proficient in the Math section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.)

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

1	2	3	4	5
Chess Club -Math Games -Cooperative Learning -Guided Practice -Independent Practice -Skill Drills -Learning Centers -Small Group				In 2012 70.8% of fourth grade students were proficient in the Math section of the NJ ASK. In 2013 56.3% of fourth grade students were proficient in the Math section of the NJ ASK. In 2014 42.0% of fourth grade students were proficient in the Math section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.) In 2012 36% of fifth grade students were proficient in the Math section of the NJ ASK. In 2013 58% of fourth grade students were proficient in the Math section of the NJ ASK. In 2014 763% of fourth grade students were proficient in the Math section of the NJ ASK. (An analysis comparing NJASK and 2015 PARCC will be conducted when the PARCC scores are received.)
All Strategies listed above with modifications and accommodations specified in IEP documents	Students with Disabilities		Benchmark Testing Portfolios Journals NJ ASK Scores	
All Strategies listed above as general education students	Homeless/Migrant		Benchmark Testing Portfolios Journals NJ ASK Scores	
All Strategies listed above with modifications of additional time	ELLs		Benchmark Testing Portfolios Journals NJ ASK Scores	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Extended Day/Year Interventions **Implemented in 2014-2015 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
-Saturday Academy -Before/After School Tutoring	ELA	Yes		Students in grades 3-5 had shown growth over the 12 week period showing at least a 5% growth
-Saturday Academy -Before/After School Tutoring	Mathematics	Yes		
	Students with Disabilities	No		
	Homeless/Migrant			
	ELLs	Yes		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Evaluation of 2014-2015 Interventions and Strategies

***Professional Development* Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
-Common Core – Unpacking the Standards -Book/Article Studies -Fountas & Pinnell -Read 180/System 44 -OnCourse Lesson Planning -Text Dependent Questions -Close Reading -Common Planning -Faculty Meetings -Peer Discussions -Objective Writing	ELA	Yes	-Evaluations -Walkthrough Documentation -Data Analysis -Common Planning Logs -Portfolios	
-Common Core(Unpacking the Standards) -My Math -Technology -Peer Discussions -Project Based Learning -Shifts in NJASK -Objective Writing	Mathematics		Evaluations -Walkthrough Documentation -Data Analysis -Common Planning Logs -Portfolios	
	Students with Disabilities			

1	2	3	4	5
	Homeless/Migrant			
	ELLs			

Family and Community Engagement **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
-Family Night -PTA Meetings -Parent Workshops -Mommy & Daddy & Me Programs -Open House -Parent Conferences -NJ ASK Parent Information Meetings -School Leadership Council -School Messenger -Board Meetings -Superintendent Forum	ELA			
Family Night -PTA Meetings -Parent Workshops -Mommy & Daddy & Me Programs -Open House -Parent Conferences -NJ ASK Parent Information Meetings -School Leadership Council	Mathematics			

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

1	2	3	4	5
-School Messenger -Board Meetings -Superintendent Forum				
Same As Above	Students with Disabilities			
Same As Above	Homeless/Migrant			
Translation of Conversation/Correspondence	ELLs	Yes	Sign in logs, Visitation logs	With a high Haitian and Hispanic population, a higher percentage of those parents have been attending meetings and family functions.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Dr. Winston Jackson   *Dr. Winston Jackson*   7/1/15

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	NJASK, Unit Exams, Cycle Exams, Fountas & Pinnell Benchmark Assessments	A mid-year analysis of Unit Assessments revealed the following passing rates: 3rd Grade Unit 1 33.5%, Unit 2 71.0% & Unit 3 76.2%. 4th Grade Unit 1 79.0%, Unit 2 70.0% & Unit 3 NA. 5th Grade Unit 1 66.0%, Unit 2 70.0% & Unit 3 82.1%. Teachers were able to analyze these results to direct instruction to focus on areas of weakness. In 2012 51.8% of third grade students were proficient in the ELA section of the NJ ASK. In 2013 46.3% of third grade students were proficient in the ELA section of the NJ ASK. In 2014 48.7% of third grade students were proficient in the ELA section of the NJ ASK. In 2012 57.9% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2013 36.0% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 43.7% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2012 32.8% of fifth grade students were proficient in the ELA section of the NJ ASK. In 2013 52.4% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 59.7% of fourth grade students were proficient in the ELA section of the NJ ASK. PARCC data is not available at this time.
Academic Achievement - Writing	NJASK, Unit Exams, Cycle Exams, Fountas & Pinnell Benchmark Assessments	A mid-year analysis of Unit Assessments revealed the following passing rates: 3rd Grade Unit 1 33.5%, Unit 2 71.0% & Unit 3 76.2%. 4th Grade Unit 1 79.0%, Unit 2 70.0% & Unit 3 NA. 5th Grade Unit 1 66.0%, Unit 2 70.0% & Unit 3 82.1%. Teachers were able to analyze these results to direct

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		instruction to focus on areas of weakness.
		In 2012 51.8% of third grade students were proficient in the ELA section of the NJ ASK. In 2013 46.3% of third grade students were proficient in the ELA section of the NJ ASK. In 2014 48.7% of third grade students were proficient in the ELA section of the NJ ASK.
		In 2012 57.9% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2013 36.0% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 43.7% of fourth grade students were proficient in the ELA section of the NJ ASK.
		In 2012 32.8% of fifth grade students were proficient in the ELA section of the NJ ASK. In 2013 52.4% of fourth grade students were proficient in the ELA section of the NJ ASK. In 2014 59.7% of fourth grade students were proficient in the ELA section of the NJ ASK. PARCC data is not available at this time.
Academic Achievement - Mathematics	NJASK, Unit Exams, Cycle Exams,	A mid-year analysis of eAssessments revealed the following passing rates: 3rd Grade eAssessment 1 67.4% and eAssessment 2 80.1%. 4th Grade eAssessment 1 76.3% and eAssessment 2 75.7%. 5th Grade eAssessment 1 73.3% and eAssessment 2 77.0%. Teachers were able to analyze these results to direct instruction to focus on areas of weakness.
		In 2012 39.0% of third grade students were proficient in the Math section of the NJ ASK. In 2013 53.8% of third grade students were proficient in the Math section of the NJ ASK. In 2014 72.7% of third grade students were proficient in the Math section of the NJ ASK.
		In 2012 70.8% of fourth grade students were proficient in the Math section of the NJ ASK. In 2013 56.3% of fourth grade students were proficient in the Math section of the NJ ASK. In 2014 42.0% of fourth grade students were proficient in the Math section of the NJ ASK.
		In 2012 36% of fifth grade students were proficient in the Math section of the NJ ASK. In 2013 58% of fourth grade students were proficient in the Math section of the NJ ASK. In 2014 763% of fourth grade students were proficient in the Math section of the NJ ASK.
		PARCC data is not available at this time.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Family and Community Engagement	Sign in logs, Surveys	High percentage of parents attending parent conferences and open house with many classes having 100%. Parents struggle attending evening informational sessions and PTA meetings. Approximately 15% of the targeted school population is present amongst the evening events which the same parents consistently participating.
Professional Development	Evaluations, Walkthrough Data	The walkthrough forms utilized by the district encompass the many different facets of an effective classroom teacher. It provides the data necessary to see if the professional development is being applied in the classroom.
Homeless		
Students with Disabilities	NJASK, Unit Exams, Cycle Exams, Fountas & Pinnell Benchmark Assessments	Our Special Education population struggles with state tests, as indicated in the last administration of NJ ASK. Performance is consistent with school wide indicators, as math is stronger than LAL in most cases. Continual instruction, based on the needs of the students and IEP meetings are held to modify plans. PARCC data is not available at this time.
English Language Learners	NJASK, Unit Exams, Cycle Exams, Fountas & Pinnell Benchmark Assessments	PARCC data is not available at this time.
Economically Disadvantaged	NJASK, Unit Exams, Cycle Exams, Fountas & Pinnell Benchmark Assessments	Our economically disadvantaged population struggles with the state tests, as indicated in past administrations of NJ ASK. There are slower lower proficiency results. However, the ED students are the primary students that attend the extended day and Saturday programs. Those students that have attended those programs have shown a higher proficiency rate than the overall targeted students. PARCC data is not available at this time.
School Climate and Culture	Student referrals, discipline data, HIB reports	There was a decrease in suspensions from 2014 to 2015.
Leadership	Student and parent surveys, teacher surveys, evaluations	There is 1 non-tenured veteran principal with 480 students and 60 overall teaching and support staff.
School-Based Youth Services	Surveys, attendance	The Academic Interventions at Chancellor Avenue School are as follows: • Intervention and Referral Services (IR&S) • 504 Services

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
		• CST Consultation • Resource/Inclusion • English as a Second Language Services • Bilingual Services The Disciplinary Interventions at Chancellor are as follows: • PBSIS-Tier 2 & Tier 3 • Counseling • Mentorship The Guidance Services for all students at Chancellor are as follows: • Counseling • Academic Review • Parental Intervention • Group Sessions

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

    a. **The SLC (School Leadership Council) held discussions about which areas were in the most need for improvement in our school. Data from the data team was also utilized**
    b. **A review of NJ ASK scores**

2. What process did the school use to collect and compile data for student subgroups?

    Student names are provided to teachers with the appropriate demographics attached to that particular student. The major concerns race, gender, classification (SE, ELL) and economically disadvantaged. We began to utilize Google docs to maintain data information for the ease of exchanging information. The data is sorted and manipulated by demographics to present the needs of the students.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

    The benchmark assessments are developed on the district level. They are held until testing time to prevent review time of the test. We would like to make the environment the same as standardized testing where the students take the test cold and learn how to think on demand.

4. What did the data analysis reveal regarding classroom instruction?

    a. **We need to increase small group instruction and differentiated instruction so that classroom teachers are providing targeted instruction.**
    b. **The My Math curriculum is working well for our students but we need to continue to use E-assessments to make instructional decisions.**
    c. **There is a need to structure the writing program to improve skills.**
    d. **There is a need to improve reading comprehension strategies.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

    a. **Professional development sometimes needs follow up training.**
    b. **There may be a disconnect between the training and practicing what was learned.**

---

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
    Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

   c. **There needs to be more hands-on training so that teachers can see the strategies in use.**

6. How does the school identify educationally at-risk students in a timely manner?

   a. **NJ ASK scores from the previous year are analyzed prior to school beginning.**
   b. **Baseline assessments are given in September/October.**
   c. **Initial screenings are conducted by classroom teachers. Test/Quiz scores, progress reports, report cards are used to determine referrals for IR&S. Appropriate interventions are determined and implemented.**

7. How does the school provide effective interventions to educationally at-risk students?

   a. **Appropriate interventions are determined and implemented in collaboration of the principal, teacher, social worker, school counselor, nurse, parent and student.**
   b. **The I&RS team and monitors established interventions.**

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

   a. **Periodically there are homeless students identified in the school. The social worker is the primary contact to determine the needs of the student and the family. The Parent Coordinator also assists with providing the student and family with supplies and clothing.**
   b. **The academic needs of homeless students vary. The school counselor and social worker will provide support when needed.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

   a. **Grade Level/Subject Level meetings were held to apprise teachers of various changes to curriculum and new initiatives. Feedback is solicited at the time of the meetings as well as welcomed throughout the year.**
   b. **PLCs were held in the school each week to engage teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

   a. **The Early Childhood Department works cohesively with the elementary schools to ensure a smooth transition by providing the best possible instruction. The school hosts a kindergarten orientation to discuss the expectations with the parents and tour the classrooms and building.**

    b. **The middle school also hosts an orientation at the end of the school year. They also have an orientation prior to school opening to minimize any confusion.**

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

    a. **Data analysis of the NJASK, benchmark tests, test scores and input from the data team and SLC.**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Utilizing the NJ ASK scores and a review of student benchmark assessments, there is a need to increase proficiency in ELA, and see consistency between school-based assessments and state tests. Scholastic READ 180 SRI data was also utilized.	Utilizing NJ ASK scores and review of student benchmark results, there is a need to increase proficiency in math, and see consistency between local assessments and state tests.
Describe the root causes of the problem	The students lacked the basic skills and phonics support in the primary years to support good readers. Lack of good vocabulary skills and reading comprehension skills.	Students have difficulty seeing how mathematical concepts build on and connect with other mathematical content and processes. They have a difficult time building a more refined understanding of mathematics. Students and teachers must learn to focus on depth and on essential ideas and processes in mathematics.
Subgroups or populations addressed	All	All
Related content area missed	English Language Arts Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	Common Core State Standards, Balanced Literacy (Reading and Writing Workshop Model) and Read 180/System 44 implementation.	Common Core State Standards, My Math program and technology implementation.
How does the intervention align with the Common Core State Standards?	The interventions use strategies that are Common Core based, such as, focusing on informational text and developing text dependent skills.	The interventions use strategies that are Common Core based, such as, mastering number sense and developing problem solving skills.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	School Climate/Environment	
Describe the priority problem using at least two data sources	Student misbehavior is becoming more challenging. Our primary data sources are student referrals, discipline reports and HIB reports.	
Describe the root causes of the problem	The change in the socioeconomic status of our families is the root cause of the problem.	
Subgroups or populations addressed	All subgroups	
Related content area missed	All	
Name of scientifically research based intervention to address priority problems	Positive Behavior Support In Schools (PBSIS). Behavior management systems, such as, the Kagan strategies.	
How does the intervention align with the Common Core State Standards?	The intervention provides a system to positively develop student character and behavior choices, which will improve the school climate and environment. This is aligned with the Common Core State Standards because a positive school culture leads to improved academic achievement.	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2014-2015 Interventions to Address Student Achievement

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
*Departmentalization	All	3-5	Principal	Improved grade distributions, benchmark assessments and standardized test scores	Dropsey (2004)Some advantages of departmentalization include specialization, instructional teams, teacher retention and transition to middle and high school and flexibility (Chan and Jarman, 2004).
Common Planning	All	All teachers	Principal LAL and Math Supervisors	Improved grade distributions, benchmark assessments and standardized test scores, attendance and behavior.	Meirink, Imants, Jeroen, Meijer, and Verloop (2010) state that collaboration among teams of teachers is a promising direction for teacher professional development and increased student achievement
Phonemic Awareness Instruction	ELA	K-2	Principal ELA Supervisor	Improvement in reading levels and spelling ability which leads to improved benchmark assessments. Improved grade distributions	Put Reading First & Gagan (2006) The scientific evidence proves that PA instruction has a significant positive effect on both reading and spelling. [1] In other words, we can directly teach children how to hear, recognize and manipulate sounds within words and that the intentional development of PA skills has a positive effect on reading and spelling success.
Phonics Instruction	ELA	All teachers	Principal ELA Supervisor	Improved grade distributions, benchmark assessments and standardized test scores	The National Reading Panel (2000, p.9) determined that "The meta-analysis indicated that systematic phonics instruction enhances children's success in learning to read

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
					and that systematic phonics instruction is significantly more effective than instruction that teaches little or no phonics.
Fluency Instruction	ELA	All teachers	Principal ELA Supervisor	Improved grade distributions, benchmark assessments and standardized test scores	HELPS: Importance of Reading Fluency Other important findings from this study revealed a strong correlation between reading fluency and comprehension, as well as a strong correlation between reading fluency and students overall reading ability. These findings were commensurate with findings from numerous other reading researchers
Vocabulary Instruction	ELA	All teachers	Principal ELA Supervisor	Improved grade distributions, benchmark assessments and standardized test scores	C & D Johnson Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated, and researcher have found that word knowledge in primary school can predict how well students will be able to comprehend texts they read in high school
Text Comprehension Instruction	ELA	All teachers	Principal ELA Supervisor	Improved grade distributions, benchmark assessments and standardized test scores	C & D Johnson Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated, and researcher have found that word knowledge in primary school can predict how well students will be able to comprehend texts they read in high school

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Differentiated Instruction	All	All teachers	Principal Teachers Supervisors	Improved grade distributions, benchmark assessments and standardized test scores	When teachers recognize diversity in their students, in terms of how and what they identify with and how they learn, and when this recognition is reflected in how teachers teach, students are free to discover new and creative ways to solve problems, achieve success, and become lifelong learners." (Ferguson et al., 2005)
Manipulatives	Mathematics	K-5	Principal Teachers	Improved grade distributions, benchmark assessments and standardized test scores	Source: What Works Clearinghouse Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
Small Learning Groups	Mathematics	K-5	Principal Teachers Math Supervisor	Improved grade distributions, benchmark assessments and standardized test scores	Small group learning encourages students to become more self-directed and to take responsibility for their own learning by gaining a sense of ownership over of the learning process. Facilities higher order cognitive processing as learners build their own knowledge through group discussion and problem solving, which can lead to long-term retention.
Activity Based Instruction	Mathematics	K-5	Principals Teachers Supervisors	Improved grade distributions, benchmark assessments and standardized test scores	This kind of approach seeks to promote learning by providing students with experiences that allow them to discover and experiment

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
					with science. Through discovery and inquiry, teachers involve students in creating and expanding their knowledge and understanding about the content area being studied (Mastropieri & Scruggs, 1995).
Data Driven Instruction	All	K-5	Principal Data Team Teachers	Improved grade distributions, benchmark assessments and standardized test scores	What Works Clearinghouse Using Student Achievement Data to Support Instructional Decision Making
Educational Field Trips	All	K-5	Principal Teachers		Meyers & Jones (2012) An educational field trip can be an integral part of the instructional program. Good field trips provide participants with first-hand experience related to the topic or concept being discussed in the program. They provide unique opportunities for learning that are not available within the four walls of a classroom.
Same as above		Homeless Migrant			
Push-In Instruction	ELA/Math	ELLs	Principal ESL Teacher		Haynes (2007) There are many obvious benefits to co-teaching for students. ESL students have both academic and social benefits. They are exposed to the mainstream content but have the support of a second teacher. They are not pulled out of the class and learn with their classmates

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Inclusion/Consultative Model	All	Students with Disabilities	Principal Inclusion Teachers		Research has also shown academic improvements for students with disabilities when included in the general education classroom. Another possible reason students with disabilities improve in achievement is, as Janney and Snell (1996) have suggested that students with disabilities seem to have higher self-confidence and exhibit greater independence when working with peers in the general education classroom.

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Saturday Academy	All	3-5	Principal	Improvement in benchmark assessments and standardized test scores. Attendance and participation	A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Before/After School Tutoring	All	3-5	Principal	Improvement in benchmark assessments and standardized test scores. Attendance and participation	A meta-analysis of afterschool programs that focused on personal and social development found that

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Summer Enrichment Program	All	K-5	District	Improvement in benchmark assessments and standardized test scores. Attendance and participation	A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Summer Reading Packet	ELA	K-5	District	Completed and submitted logs. Improvement in benchmark assessments and standardized test scores.	A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Student Council	All	4-5	Principal Advisor	Improvement in school climate based upon the input of the students.	A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Honor Society	All	3-5	Principal Advisor	Improvement in grade distributions and honor roll students.	A meta-analysis of afterschool programs that focused on personal

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
					and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Clubs/Activities				Improvement in school climate, which includes student behavior and attendance.	A meta-analysis of afterschool programs that focused on personal and social development found that the programs did, in fact, have a positive impact on students' grades, academic achievement, and self esteem. Closing the Gap through Extended Learning Opportunities
Same as above		Homeless Migrant			
Same as above		ELLs			
Same as above		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Common Core Standards Review Unpacking The Standards	All	All teachers	Principal Directors Supervisors	Improvements in lesson plan writing and focus on rigor.	
Writing Portfolios	ELA	All teachers	Principal Directors Supervisors	Improvements in writing skills, benchmark assessments and standardized test scores	Christy (2009) The union of writing portfolios and a standards-based writing program creates a firm basis for progressive, developmental writing instruction: it emphasizes improved writing skills while preparing students for high-stakes writing assessments.
Fountas & Pinnell Benchmark Assessment	ELA	All teachers	Principal	Improvement in leveled reading scores and fluency. Improvement in benchmark assessments and standardized test scores	TeacherVision: Running records help teachers measure students' progress, plan for future instruction, provide a way for students to understand their progress, and communicate progress to parents and the school community
Book Study- Continuum of Literacy Learning	ELA	All teachers	ELA Supervisor Principal	Improvement in leveled reading scores and fluency. Improvement in benchmark assessments and standardized test scores	The panel identified 10 studies that demonstrated that teaching reading comprehension strategies to primary grade students has positive effects on comprehension when measured by standardized tests and researcher-created measures
Close Reading Strategies	All	All teachers	Principal	Improvement in benchmark assessments and	A significant body of research links the close reading of complex text—whether the

			Supervisors	standardized test scores	student is a struggling reader or advanced— to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)
Literacy Shifts in the CCSS & Text Dependent Questions	All	All teachers	ELA Supervisor Principal	Improvement in benchmark assessments and standardized test scores	Pimentel (2012) A priority of the Common Core State Standards is that students must closely read texts of increasing complexity to acquire knowledge. 80-90% of (CCSS) reading standards require text-dependent analysis yet over 30% of questions in major textbooks do not
My Math Curriculum Common Core: Moving from Standards to Instruction	Mathematics	All teachers	Math Supervisor	Improvement in benchmark assessments and standardized test scores	
Read 180/System 44	ELA	All teachers	Principal ELA Supervisor	Improvement in reading levels and vocabulary. Improved grade distributions	What Works Clearinghouse 2009 Based on the seven studies, the WWC found potentially positive effects in comprehension and general literacy achievement for adolescent learners using Read 180
*Effective Feedback to Students (District)	All	All teachers	Principal Teachers	Improvement in writing assessments, benchmark assessments, grade distributions and standardized test scores	Academic feedback is more strongly and consistently related to achievement than any other teaching behavior….This relationship is consistent regardless of grade, socioeconomic status, race, or school setting….When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students." Bellon, Bellon & Blank

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

*Student Engagement (District)	All	All teachers	Principal Teachers	Improvement in grade distributions, Benchmark assessments and standardized test scores. Improvement in student behavior	Smith, Shepard, Johnson & Johnson (June 2005) Perhaps the strongest conclusion that can be made is the least surprising. Simply put, the greater the student's involvement or engagement in academic work or in the academic experience, the greater his or her level of knowledge acquisition and general cognitive development
Differentiated/Tiered Strategies	ALL	All teachers	Principal Supervisors Superintendent Principal Teachers	Improvement in benchmark assessments and standardized test scores	When teachers recognize diversity in their students, in terms of how and what they identify with and how they learn, and when this recognition is reflected in how teachers teach, students are free to discover new and creative ways to solve problems, achieve success, and become lifelong learners. (Ferguson et al., 2005)
Same as above		Homeless Migrant			
Read 180/System 44	ELA	ELL	Principal Teachers	Improvement in grade distributions, Benchmark assessments and standardized test scores.	What Works Clearinghouse 2009 Based on the seven studies, the WWC found potentially positive effects in comprehension and general literacy achievement for adolescent learners.
Read 180/System 44	ELA	Students with Disabilities	Principal ELA Supervisor Teachers	Improvement in grade distributions, Benchmark assessments and standardized test scores.	What Works Clearinghouse 2009 Based on the seven studies, the WWC found potentially positive effects in comprehension and general literacy achievement for adolescent learners using Read 180
Inclusion Training Consultative Model	ALL	Students with Disabilities	Principal Teachers	Improvement in grade distributions, Benchmark assessments and standardized test scores.	Research has also shown academic improvements for students with disabilities when included in the general education classroom. Another possible reason students

					with disabilities improve in achievement is, as Janney and Snell (1996) have suggested that students with disabilities seem to have higher self-confidence and exhibit greater independence when working with peers in the general education classroom.
Monthly Theme-Out of Uniform.					
Monthly Theme for Teachers					
PBSIS Committee					
School Beautification Day					
Indoor Environmental Quality					www.carpet improves cdc.gov/healthyyouth/npao/wateraccess.htm
Recycling Program					
Family Academic/Fitness Day					
NJ ASK/PARCC Parent Night					
Grade Level Parent					
Parent Patrol					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Family Night for Study Skills Strategies	ELA/Math	K-5	Principal School Counselor Parent Coordinator	Surveys and attendance sheets. Improvement in homework completion and grades.	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
NJ ASK Information Night	ELA/Mathematics	K-5	Principal School Counselor Parent Coordinator	Improvement in standardized test scores and benchmark assessments	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
*Home Reading Logs	ELA	K-5	Teachers	Improvement in reading levels and fluency.	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
My Math Web Based Practice @ Home	Mathematics	K-5	Principal Teachers	Improvement in benchmark assessments, basic skills and standardized test scores	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					parental style are related to student achievement
Open House	All	K-5	Principal	Surveys and attendance sheet. Increase in grade distributions, standardized test scores, student attendance, and student behavior	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Mommy, Daddy & Me Program Healthy Me, Healthy You	All	K-5	Principal School Counselor Parent Coordinator	Surveys and attendance and active participation	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Community Day @Liberty Science Center @Skating Rink	All	K-5	Principal Parent Coordinator	Surveys and attendance	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
School Concerts and Performances	All	K-5	Principal Performing Arts Teachers	Surveys and attendance	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Student Art Display @Irvington Library	All	K-5	Principal Performing Arts Teachers	Attendance and Participation	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					parental style are related to student achievement
Susan G. Komen Breast Cancer Walk	All	K-5	Principal Physical Education Teacher	Attendance and Participation	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
PBSIS Activities -Holiday Bazaar -Field Day/Carnival	All	K-5	Principal, School Counselor HSSC Faculty Parent Coordinator	Attendance and participation	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Parent Participant Programs -SLC(School Leadership Council) -HIB School Safety Team -PTA -HIB Parent Workshop -Study Skills Workshop -Superintendent's Forum -Board Meetings	All	K-5	School Counselor Parent Coordinator	Attendance logs, surveys	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Communication -Agenda Books for Parent Communication - Monthly Newsletter -School Webpage -eBoard/Email	All	K-5	Principal School Counselor Teachers Parent Coordinator	Surveys and feedback from parents and teachers.	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Language translation of conversation & correspondence	All	ELL	Principal	Increased communication between non-English speaking parents and school.	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Back Pack Program Donation Room for clothing and supplies	All	Homeless Migrant	Parent Coordinator HSSC School Nurse	Recurring use and replenishment of items.	Jeynes (2010) states that factors such as parental expectations, the quality or parental communication, and parental style are related to student achievement
Same as above		Students with Disabilities			

*Use an asterisk to denote new programs.

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

    Current parental practices and programs revolve around monthly PTA meetings, family nights and parental workshops. They also participate in committees such as HIB and School Leadership Council. These parental involvement activities help increase student achievement by increasingly focus on academic and health related issues. By analyzing test data with parents, one or more stakeholder is brought onto the team to improve test cluster scores.

2. How will the school engage parents in the development of the written parent involvement policy?

    The school will engage parents in the development of the written parent involvement policy by openly communicating with the parents the importance of their input in improving the academic achievement of their children. It should be understood that there is a shared responsibility for learning and high achievement between administration, teachers, parents and the community. They will be asked to submit information by participating in the submission of a survey. They will also be invited to participate on the committee to develop the plan.

3. How will the school distribute its written parent involvement policy?

    The written parent involvement policy will be distributed via hard copy or a digital format. Copies will be available at the school and on the schools webpage. It will also be available in Spanish and French Creole.

4. How will the school engage parents in the development of the school-parent compact?

    The school will engage parents in the development of the school-parent compact by communicating during PTA meetings and creating an agenda item during the School Leadership Council meetings. The parent coordinator, school counselor and school social worker with collaborate and share information with parents for input. There will also be a survey for parents to include information.

5. How will the school ensure that parents receive and review the school-parent compact?

    The school-parent compact will be distributed to parents and also be made available on the school webpage. There will also be phone calls via school messenger to alert parents of its availability and timelines. It will also be made available in the student handbook.

6. How will the school report its student achievement data to families and the community?

The school district has a website where all information relating to district reports can be obtained. Information is also published in the local newspapers. The Annual School Report card is also sent to all parent s and test results are reported to the public at a Board of Education meeting.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The Office of Government Programs sends a letter to parents annually notifying them whether or not the district has met their Title III objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents will receive the school's disaggregated assessment results in the mail. Furthermore, they can receive this information in a conference with the School Counselor.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

We will invite parents to volunteer as part of the school leadership council and provide input for the development of the plan. Certain meetings are designated to discuss the schoolwide plan and their input is utilized.

10. How will the school inform families about the academic achievement of their child/children?

Chancellor will inform families about the academic achievement of their child in various ways. Students will receive progress reports and quarterly report cards. Throughout the school year, families will also be able to view their child's grades via PowerTeacher. There is also open communication between the teachers and the parents throughout the school year. The school counselor provides information on a regular basis.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

The school will use its funds to promote activities that include families, such as, family nights, parent workshops, parent incentives and trips. These activities will make families comfortable within the school and also provide opportunities for them to spend time with their children in an educational setting. The trips provide opportunities for parents to chaperone and share experiences with their children that will enhance their knowledge base.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	35 100%	- Professional development (in-district/out of district) - District mentorship - Tuition reimbursement for advance studies - On-site Masters Program/College of St Elizabeth -
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	5 100%	- Include paraprofessional in in-district professional development - Collaborate with teachers during common planning
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The school district has its job postings on a web-based program titled Applitrack, New Jersey Hire and in every school. Once teachers are hired, they received professional support from the Human Resources, district supervisors and the building principal.	Human Resources

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location: www.nj.gov/education/grants/entitlement/nclb/ .

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.